Bloom’s Revised Taxonomy Planning Framework

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| Higher-order thinking |  | ***Actions*** | ***Products*** | ***Learning Activities*** |
| **Creating**  (Putting together ideas or elements to develop an original idea or engage in creative thinking). | Designing  Constructing  Planning  Producing  Inventing  Devising  Making | Film  Story  Project  Plan  New game  Song  Media product  Advertisement  Painting |  |
| **Evaluating**  (Judging the value of ideas, materials and methods by developing and applying standards and criteria). | Checking  Hypothesising  Critiquing  Experimenting  Judging  Testing  Detecting  Monitoring | Debate  Panel  Report  Evaluation  Investigation  Verdict  Conclusion  Persuasive speech |  |
| **Analysing**  (Breaking information down into its component elements). | Comparing  Organising  Deconstructing  Attributing  Outlining  Structuring  Integrating | Survey  Database  Mobile  Abstract  Report  Graph  Spreadsheet  Checklist  Chart  Outline |  |
| Lower-order thinking | **Applying**  (Using strategies, concepts, principles and theories in new situations). | Implementing  Carrying out  Using  Executing | Illustration  Simulation  Sculpture  Demonstration  Presentation  Interview  Performance  Diary  Journal |  |
| **Understanding**  (Understanding of given information). | Interpreting  Exemplifying  Summarising  Inferring  Paraphrasing  Classifying  Comparing  Explaining | Recitation  Summary  Collection  Explanation  Show and tell  Example  Quiz  List  Label  Outline |  |
| **Remembering**  (Recall or recognition of specific information). | Recognising  Listing  Describing  Identifying  Retrieving  Naming  Locating  Finding | Quiz  Definition  Fact  Worksheet  Test  Label  List  Workbook  Reproduction |  |